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1991

## Improving Higher Education: Ways of Knowing: Preliminary Program and Conference Program

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*Improving Higher Education: Ways of Knowing*  
16th Annual POD Conference  
October 23-27, 1991  
Lakeview Resort and Conference Center, Morgantown, West Virginia  
*Preliminary Program*

**Wednesday, October 23, 1991**

**7:00-9:00 a.m.**

*Reflections*

**Breakfast**

**8:00-11:45 a.m.**

*Ward Christopher*

**Core Committee Meeting**

**11:45 a.m.-1:00 p.m.**

*Reflections*

**Lunch**

**1:00-4:30 p.m.**

*Ward Christopher*

**Core Committee Meeting**

**4:00-9:00 p.m.**

*Foyer*

**Conference Registration**

**4:45-6:00 p.m.**

*University Hall*

**Social Hour and Cash Bar**

**6:00-8:00 p.m.**

*Chestnut*

**Dinner**

**7:00-9:30 p.m.**

*Training 1*

***Preconference Workshop: A Dialogue on Power in College Teaching***  
***Linc. Fisch, Independent Consultant***

**8:00 p.m.-??**

*Library*

*Off Broadway*

**Networking and Informal Conversation**

**Thursday, October 24, 1991**

**7:00-9:00 a.m.**

*Reflections*

**Breakfast**

**8:00 a.m.-7:00 p.m.**

*Foyer*

**Conference Registration**

**8:00-11:45 a.m.**

*Ward Christopher*

**Core Committee Meeting**

**Thursday, October 24, 1991 (continued)**



**9:00 a.m.-12:00 noon *Preconference Workshops and Meetings***

- |                    |  |
|--------------------|--|
| <i>Training 1</i>  | <b>A Dialogue on Power in College Teaching</b> ( <i>continued from Wednesday evening</i> )   |
| <i>Training 4</i>  | <b>Getting Started in Faculty Development</b><br><i>Joyce Poolacs Lunde, Myra Wilhite, University of Nebraska-Lincoln</i>                        |
| <i>Seminar 1-2</i> | <b>The Die May Be Cast: Modifying Communication Behaviors in Faculty Who Choose to Lecture</b><br><i>Erin Porter, University of Texas-Austin</i> |
| <i>Seminar 3-4</i> | <b>The Scholarship of Teaching</b><br><i>Maryellen Weimer, Pennsylvania State University</i>   |

**11:45 a.m.-1:00 p.m.**

*Reflections*      **Lunch**



**1:00-4:00 p.m. *Preconference Workshops and Meetings (continued)***

- |   |  |
|---|--|
| <i>Training 1</i>                               | <b>A Dialogue on Power in College Teaching</b> ( <i>continued from a.m.</i> )  |
| <i>Training 4</i><br><i>Governors I and III</i> | <b>Getting Started in Faculty Development</b> ( <i>continued from a.m.</i> )   |
| <i>Seminar 1-2</i>                              | <b>Being the Director of a Faculty Development Program: What Your Predecessor (if there was one) Never Told You</b><br><i>Marilla Svinicki, University of Texas-Austin</i> |
| <i>Seminar 3-4</i>                              | <b>Course and Curriculum Design</b><br><i>Bob Diamond, Syracuse University</i>   |
| <i>Ward Christopher</i>                         | <b>Core Committee Meeting</b>  |
| <i>Governors VI</i>                             | <b>Focus on Teaching Project, Steering Committee Meeting</b><br>[Note: Might be moved to Wednesday p.m.]   |

**4:45-5:45 p.m.**

*University Hall*      **Social Hour and Cash Bar**

**5:45-7:30 p.m.**

*Chestnut*      **Dinner and Welcome**

**7:30-9:00 p.m.**

*Governors Rooms*      **Exhibits and Dessert Buffet**

**8:00 p.m.-??**

*Library*  
*Off Broadway*      **Networking and Informal Conversation**

**Friday, October 25, 1991**

**7:00-8:15 a.m.**

*Reflections*

**Breakfast**

**8:00 a.m.-7:00 p.m.**

*Foyer*

**Conference Registration**

**8:15-9:15 a.m.**

*Chestnut*

**Keynote Address—*Improving Higher Education: Issues and Perspectives*  
Gene Rice, Antioch College**

**9:15-9:30 a.m.**

*Foyer*

**Break**



**9:30-10:30 a.m.**

**Concurrent Sessions**

*Governors I*

**Assessing and Improving the Effectiveness of the Instructional Aspects of Academic Units: Case Studies in Two Engineering Departments**  
*Priscilla F. Visek, University of Illinois at Urbana*

*Governors III*

**Does Higher Education Want What Technology Has Promised to Deliver?**  
*Frank Gillespie, University of Georgia*

*Governors IV*

**The Effective Culturally Diverse Classroom: A Sample Awareness Workshop for Faculty**  
*Emily Wadsworth, McHenry County College*

*Governors VI*

**Perspectives on Program Evaluation: A New Imperative for Faculty Development Professionals**  
*Martin J. Finkelstein, New Jersey Institute for Collegiate Teaching and Learning; Ann Austin, Vanderbilt University; Robert J. Menges, Northwestern University*

*Seminar 1-2*

**Student Ratings of Instruction: Twenty Principles for Improving Practice**  
*W. Alan Wright, Carol O'Neil, Dalhousie University*

*Seminar 3-4*

**How to Determine Faculty Development Needs**  
*Richard F. Lewis, University of Windsor*

*Training 1*

**Ways of Documenting the Effectiveness of Semester Length Faculty Development Programs**  
*Margaret A. Waterman, University of Pittsburgh*

*Training 4*

**Institutional Efforts to Facilitate Faculty Development: A Model and Some Arguments**  
*Nancy J. Egly, University of Nebraska-Lincoln*

**Friday, October 25, 1991 (continued)**



**10:45-11:45 a.m.**

**Concurrent Sessions**

*Governors I*

**Reflections on Pedagogical Scholarship: Reports from the Field**  
*Laurie Richlin, Antioch College; Milton D. Cox, Miami University*

*Governors III*

**Changing Priorities at Colleges and Universities**  
*Robert M. Diamond, Syracuse University*

*Governors IV*

**An Informal Conversation about To Improve the Academy**  
*Donald Wulff, Jodi Nyquist, University of Washington*

*Governors VI*

**Does General Education Work?**  
*Ann S. Ferren, The American University*

*Seminar 1-2*

**Using Case Studies in Faculty Development: Raising Diversity Issues**  
*William M. Welty, Rita Silverman, Pace University*

*Seminar 3-4*

**Using an In-House Teaching Conference to Institute Faculty, Instructional, and Organizational Development**  
*Eric W. Kristensen, Berklee College of Music*

*Training 1*

**The Teaching Portfolio and Ways of Knowing: Relating Teaching Improvement to Effective Instructional Consulting**  
*Marilyn M. Leach, Loree Bykerk, Michael Sherer, University of Nebraska at Omaha*

*Training 4*

**Lessons Learned on Improving Teaching Effectiveness**  
*Ray L. Shackelford, Ball State University; Peter Seldin, Pace University; Linda F. Annis, Ball State University*

**12:00 noon-1:15 p.m.**

*Reflections and  
Off Broadway*

**Lunch**



**1:30-3:00 p.m.**

**Concurrent Sessions**

*Governors I*

**A Method for Using Student Feedback to Improve Teaching**  
*Beverly Black, Barbara Hofer, David Ametrano, University of Michigan*

*Governors III*

**Quality Assurance for Faculty Service: A Model for Evaluating Services**  
*Lila Seaman, Indiana Wesleyan University*

*Governors IV*

**Ways of Growing Faculty Development: Multiplying Local Impact through Regional Collaboration**  
*Lesley K. Cafarelli, Minnesota Private College Research Foundation; Stewart Bellman, Black Hills State University; Thomas Creed, St. John's University; Lyn Dockter-Pinnick, Fort Berthold Community College; Daniel Rice, University of North Dakota*

*Governors VI*

**Front Line Faculty Development: Chairs Constructively Critiquing Colleagues in the Classroom**  
*Linda Rae Hilsen, LeAne Rutherford, University of Minnesota, Duluth*

**Friday, October 25, 1991 (continued)**



**1:30-3:00 p.m.**

**Concurrent Sessions**

*Seminar 1-2*

**Using Peer Classroom Observations to Enhance a Teaching Portfolio**  
*Barbara J. Millis, University of Maryland*

*Seminar 3-4*

**Students' Stories and Instructional Development**  
*W. Lee Humphreys, University of Tennessee; Mary Kay Kramp, Alverno College*

*Training I*

**Panel and Roundtable Discussion on Classroom Research**  
*Elizabeth F. Fideler, Massachusetts Bay Community College; Glenn R. Erickson, University of Rhode Island; Bette L. Erickson, University of Rhode Island; Nancy V. Chism, The Ohio State University*

*Training 4*

**Connecting Theoretical and Conceptual Frameworks to Faculty Developers' Courses of Action and Assessment: A Series of Scenarios**  
*Glenn Ross Johnson, Texas A&M University; James Eison, University of South Florida; Thomas Pasternack, Randolph-Macon Women's College*

**3:00-3:15 p.m.**

*Foyer*

**Break**



**3:15-5:15 p.m.**

**Concurrent Sessions**

*Governors I*

**Forging a Common Language**  
*Lee Warren, Harvard Danforth Center for Teaching and Learning*

*Governors III*

**Student Management Teams: Applying Collaborative Management Concepts to the College Classroom**  
*Edward B. Nuhfer, Russell Burgett, Mary Dalles, Tom Goltry, Nick Johansen, Steve Kleisath, John Krogman, Donna Perkins, Sue Price, John Simonson, Kathy Winz, University of Wisconsin at Platteville*

*Governors IV*

**Using Cases for Faculty Development**  
*John Boehrer, Harvard University; LuAnn Wilkerson, Harvard Medical School*

*Governors VI*

**The Tyranny of Content**  
*Charles C. Bonwell, Southeast Missouri State University; Beverly Black, University of Michigan*

*Seminar 1-2*

**How to Write a Case Study: A Beginning Workshop**  
*William M. Welty, Rita Silverman, Pace University*

*Seminar 3-4*

**The Professor as Active Learner: Evidence from the New Jersey Master Faculty Program**  
*Myrna J. Smith, New Jersey Institute for Collegiate Teaching and Learning; Sandra Cheldelin, Antioch University; Mark LaCelle-Peterson, New Jersey Institute for Collegiate Teaching and Learning*

*Training 1*

**Applying Research on Student Development to Teaching Students in College**  
*Lion F. Gardiner, Rutgers, The State University*

*Training 4*

**Knowing through Reflection: Chairs as Development Practitioners**  
*Ronald A. Smith, Concordia University; Daniel Wheeler, University of Nebraska-Lincoln*

**Friday, October 25, 1991 (continued)**

**5:30-6:30 p.m.**

*Chestnut*

**Social Hour and Cash Bar**

**6:30-8:00 p.m.**

*Governors Rooms*

**Dinner, "West Virginia Style"**

**8:00 p.m.-Midnight**

*Chestnut*

**Entertainment and Dancing**

West Virginia Band

Clogging

Open Dancing and "Moon Shine"

**Saturday, October 26, 1991**

**7:00-8:15 a.m.**

*Reflections and  
Off Broadway*

**Breakfast**

**8:15-9:15 a.m.**

*Chestnut*

**Keynote Address—Faculty Development and the New American Scholar**  
*William Bondeson, University of Missouri-Columbia*



**9:15-10:15 a.m.**

**Concurrent Sessions**

*Governors I*

**Hard Times Signal Challenges for Faculty Developers**

*Mary Deane Sorcinelli, University of Massachusetts-Amherst; Elizabeth F. Fideler, Massachusetts Bay Community College; Neil Wylie, New England Land-Grant Universities*

*Governors III*

**Breaking Barriers, Supporting Successes: Mentoring Junior Women Faculty**

*Marie A. Wunsch, University of Hawaii*

*Governors IV*

**Consultant Directiveness: Is More Better?**

*Howard C. Kramer, Cornell University*

*Governors VI*

**Developing a Comprehensive Plan for Instructional Change**

*Nancy A. Diamond, University of Illinois at Urbana*

*Seminar 1-2*

**Funding Faculty Development: How to Get Your Piece of the Pie**

*Martin N. Nemko, Independent Consultant*

*Seminar 3-4*

**Assessing the Effectiveness of Teaching Consultation Programs**

*Michael A. Kerwin, University of Kentucky Community College; Robert J. Menges, Northwestern University*

*Training 1*

**Who's Minding the Store? The Doing of Faculty Development**

*Joyce Powlacs Lunde, University of Nebraska-Lincoln; Madelyn Meier Healy, Kean College of New Jersey*

*Training 4*

**A Comparison of Female and Male Professors: "Good" Teaching Perceptions and Practice**

*Ellen A. Stevens, Laura Goodwin, University of Colorado at Denver*

**Saturday, October 26, 1991 (continued)**

**10:15-10:30 a.m.**

*Foyer*

**Break**



**10:30-11:45 a.m.**

**Concurrent Sessions**

*Governors I*

**Developing a Self-Correcting Faculty Development Program: A Challenge to Faculty Development Professionals**

*Martin J. Finkelstein, New Jersey Institute for Collegiate Teaching and Learning*

*Governors III*

**The Second Stage: Designing a Diversity Workshop and Follow-up Activities for Faculty**

*Diane R. vom Saal, Debrah Jefferson, University of Missouri-Columbia*

*Governors IV*

**Multicultural Curriculum through Faculty Development**

*Martha J. LaBare, Bloomfield College*

*Governors VI*

**Transforming the Academy: Do We Really Make Any Difference?**

*Sally Atkins, Kathleen Brinko, Virginia van der Bogert, Ellen Arnold, Appalachian State University*

*Seminar 1-2*

**Learning from Students about Teaching in the Multicultural Classroom: A Home-Grown Videotape Project with African-American Students**

*Jonathan Collett, SUNY/College at Old Westbury*

*Seminar 3-4*

**Promoting the Use of Active Learning in University Classes: Encouraging Reflective Practice among Faculty**

*James Eison, Jean Linder, University of South Florida*

*Training 1*

**Strategic Teaching: The Possible Dream, the Enduring Process**

*Linc. Fisch, Independent Consultant*

*Training 4*

**The Challenge of Student Age Diversity in the Classroom: Strategies for Learning and Teaching**

*Elliott S. Levy, Margaret R. Conner, Steven Ehrlich, Bentley College*

**12:00 Noon-1:30 p.m.**

*Reflections and  
Off Broadway*

**Lunch**

**1:30-6:00 p.m.**

**Excursions and Recreational Activities.** This year's outdoor extravaganza will take us to Cooper's Rock State Forest, deep in the West Virginia mountains.

*Lion Gardiner, Rutgers State University; Kit Price, Depauw University; Richard Tiberius, University of Toronto*

**6:00-7:00 p.m.**

*Governors Rooms*

**Social Hour and Cash Bar**

**7:00-9:00 p.m.**

*Chestnut*

**Appreciation Dinner**

Recognition of POD Members and "Bright Idea" Awards

**9:00 p.m.-Midnight**

*Governors Rooms*

**Music and Dancing, Cash Bar**



**Sunday, October 27, 1991**

**7:00-8:15 a.m.**

*Reflections and  
Off Broadway*

**Breakfast**

**8:15-9:15 a.m.**

*Chestnut*

**Improving Higher Education: A Panel Review**

*Nancy Chism, Chair, The Ohio State University*



**9:30-10:30 a.m.**

**Concurrent Sessions**

*Governors I*

**What Can Tenure Files Tell Us about the Evaluation of Teaching—Implications for Instructional, Faculty, and Organizational Development**

*David G. Way, Cornell University*

*Governors III*

**Reflections on Teaching and Evaluating a Graduate Course in Faculty Development**

*Kathleen Brinko, Virginia van der Bogert, Sally Atkins, Appalachian State University*

*Governors IV*

**Improving Teaching Following Student-Based Formative Evaluation: Case Evidence of Success**

*Patrick W. Boyle, City Polytechnic of Hong Kong*

*Governors VI*

**Learning Environments to Foster Creativity and Diversity**

*Cindy Newman, Charles River Studio-Workshop*

**10:45-11:30 a.m.**

*Chestnut*

**Farewell and a Look Ahead for Next Year's Conference**

*Christine Stanley, G. Roger Sell, Nancy V. Chism, The Ohio State University; [next year's conference coordinator]*

**11:30 a.m.-1:00 p.m.**

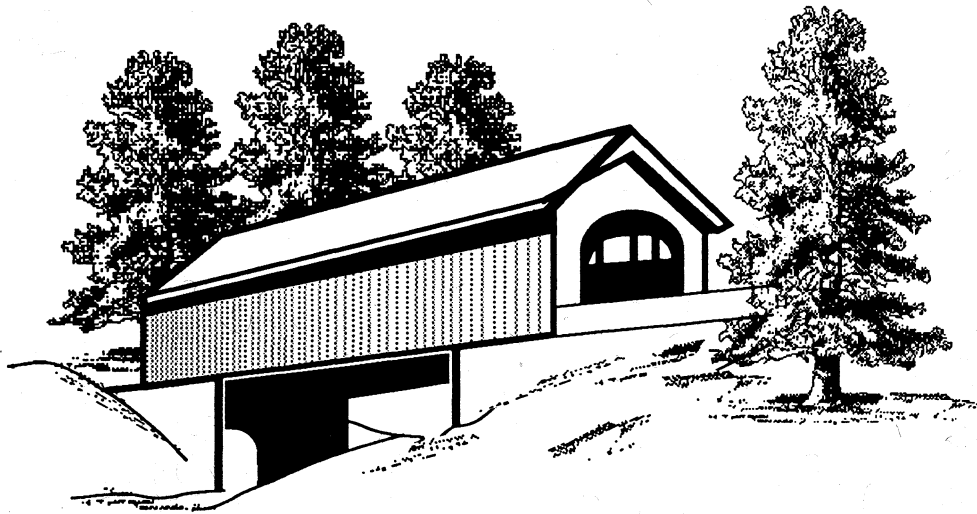
*Reflections*

**Lunch**

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# *Improving Higher Education: Ways of Knowing*



**16th Annual Conference  
October 23-27, 1991**

**Lakeview Resort and Conference Center  
Morgantown, West Virginia**

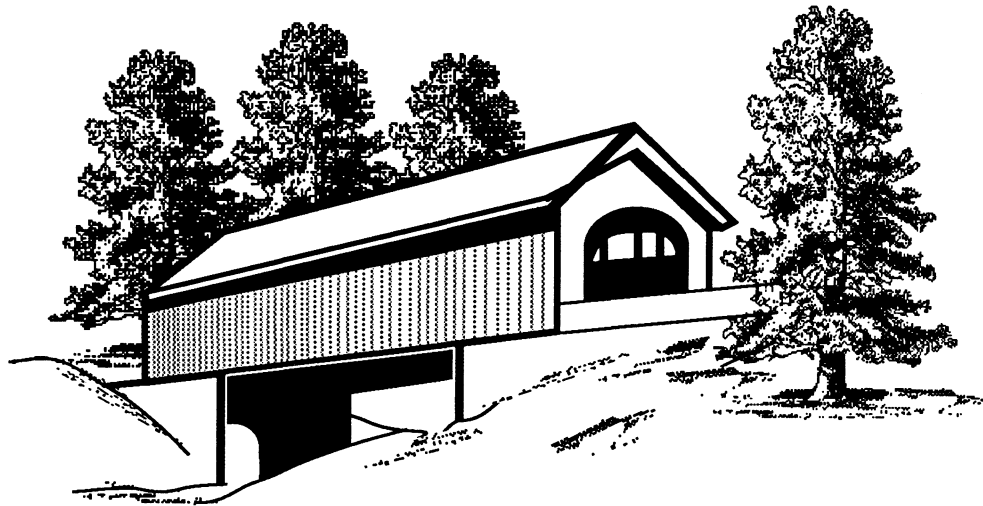
**POD  
The Professional and Organizational Development  
Network in Higher Education**

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*Conference Program*

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# *Improving Higher Education: Ways of Knowing*



**16th Annual Conference  
October 23-27, 1991  
Lakeview Resort and Conference Center  
Morgantown, West Virginia**

**POD  
The Professional and Organizational Development  
Network in Higher Education**

**Lakeview Resort and Conference Center  
Morgantown, West Virginia**

*POD is committed to improving higher education through faculty, instructional, and organizational development. The conference theme this year invites us to reexamine and exchange views on whether, how, and to what extent we know that our activities are contributing to improvements in higher education.*

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***Conference Program***

## *Introduction and Greetings*

October 23, 1991

Dear Conference Participant:

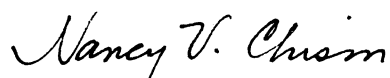
Welcome to the 16th annual conference of the Professional and Organizational Development Network in Higher Education—POD. The program for this year's conference represents some of the best reflection and action around the theme of *Improving Higher Education: Ways of Knowing*. We hope that you will find the conference both professionally stimulating and personally satisfying.

The idea for this year's conference theme grew out of the 1990 conference, held at Granlibakken in Lake Tahoe. At the 1990 conference, discussions at several sessions turned on the issue of impact—that is, contributions of our faculty and instructional development centers and programs to improving teaching and the climate for teaching in colleges and universities.

For philosophical, practical, and/or symbolic reasons, many institutions have established identifiable programs and centers for the improvement of teaching. While some faculty and administrators strongly believe in the need for and efficacy of these organized activities, others are less convinced that the quality of teaching and the quality of education that students experience has improved significantly as a result of professional and organizational development activities. Pressures to reduce budgets and downsize operations have been felt throughout higher education and new forms of internal and external accountability are being widely discussed and implemented. In short, the environment for higher education, generally, and faculty and instructional development programs, specifically, has become more dynamic, intrusive, and stringent with regard to resource allocation decisions and performance expectations. At all levels of higher education, we must be prepared to respond to questions about needs, priorities, resources, and results. This year's conference theme invites participants to discuss issues and responses, from a variety of perspectives and different ways of knowing, about our contributions to the improvement of teaching and learning in higher education.

In addition to the conference sessions, we hope that you will take advantage of the social and recreational opportunities that are available. One primary reason for selecting the Lakeview Resort and Conference Center for our annual meeting site was the physical facilities and surrounding environment. A number of recreational activities are planned for Saturday afternoon—an excursion trip to Cooper's Rock State Forest, swimming events, a golf outing, and a tennis tournament. You may also be interested in doing your own sightseeing and shopping in the Morgantown area.

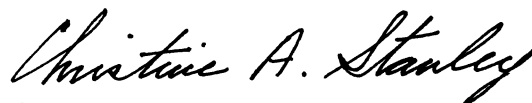
On behalf of all those who have contributed to the conference, we deeply appreciate the opportunity to be of service to you.



Nancy V. Chism  
Conference Advisor



G. Roger Sell  
Program Chair



Christine A. Stanley  
Conference Coordinator

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## ***Conference Theme and Index for Sessions***

At the 1990 annual conference, POD sessions highlighted many exciting ways in which participants are addressing concerns vital to higher education. These concerns, for example, include assuring instructional quality while not sacrificing commitments to research and public service; responding to the needs of student diversity while maintaining a coherent curriculum; finding effective ways to both document teaching quality and use diagnostic feedback for teaching improvement; and helping faculty to continue their development and productivity throughout different career stages.

As we explored these and other issues of paramount importance to higher education, a second set of questions arose: How do we know what needs improving? How do we know what to do for improvement? How do we know if what we do actually results in improvement? Each of these questions suggests an inquiry process and evidence to back up our assertions. Do we have the necessary evidence? Do we have inquiry processes in place to generate and use such evidence?

For these reasons the theme for the 1991 POD conference is *Improving Higher Education: Ways of Knowing*.

### **Topical Index for Sessions**

#### ***I. Program Assessment/Evaluation***

Perspectives on Program Evaluation: A New Imperative for Faculty Development Professionals (Friday, 9:30)

How to Determine Faculty Development Needs (Friday, 9:30)

Does General Education Work? (Friday, 10:45)

The Teaching Portfolio and Ways of Knowing: Relating Teaching Improvement to Effective Instructional Consulting (Friday, 10:45)

The Professor as Active Learner: Evidence from the New Jersey Master Faculty Program (Friday, 3:15)

Assessing the Effectiveness of Teaching Consultation Programs (Saturday, 9:15)

Developing a Self-Correcting Faculty Development Program: A Challenge to Faculty Development Professionals (Saturday, 10:30)

Transforming the Academy: Do We Really Make Any Difference? (Saturday, 10:30)

Reflections on Teaching and Evaluating a Graduate Course in Faculty Development (Sunday, 9:30)

#### ***II. Evaluation for Documenting Instructional Effectiveness and Improving Instruction***

Student Ratings of Instruction: Twenty Principles for Improving Practice (Friday, 9:30)

Assessing and Improving the Effectiveness of the Instructional Aspects of Academic Units: Case Studies in Two Engineering Departments (Friday, 9:30)

Using Peer Classroom Observations to Enhance a Teaching Portfolio (Friday, 1:30)

Front Line Faculty Development: Chairs Constructively Critiquing Colleagues in the Classroom (Friday, 1:30)

Student Management Teams: Applying Collaborative Management Concepts to the College Classroom (Friday, 3:15)

A Method for Using Student Feedback to Improve Teaching (Saturday, 9:15)

Improving Teaching Following Student-Based Formative Evaluation: Case Evidence of Success (Sunday, 9:30)

- III. *The Scholarship of Teaching, Classroom Research, and Practice-Centered Inquiry***  
 The Scholarship of Teaching (Preconference Workshop)  
 Faculty Development and the New American Scholar (Friday, 8:15)  
 Reflections on Pedagogical Scholarship: Reports from the Field (Friday, 10:45)  
 An Informal Conversation about *To Improve the Academy* (Friday, 10:45)  
 Panel and Roundtable Discussion on Classroom Research (Friday, 1:30)  
 Connecting Theoretical and Conceptual Frameworks to Faculty Developers' Courses of Action and Assessment: A Series of Scenarios (Friday, 1:30)  
 Using Cases for Faculty Development (Friday, 3:15)  
 How to Write a Case Study: A Beginning Workshop (Friday, 3:15)  
 Knowing through Reflection: Chairs as Development Practitioners (Friday, 3:15)
- IV. *Strategies and Approaches for Faculty Development and Improving Instruction***  
 A Dialogue on Power in College Teaching (Preconference Workshop)  
 Course and Curriculum Design (Preconference Workshop)  
 The Die May Be Cast: Modifying Communication Behaviors in Faculty Who Choose to Lecture (Preconference Workshop)  
 Does Higher Education Want What Technology Has Promised to Deliver? (Friday, 9:30)  
 Institutional Efforts to Facilitate Faculty Development: A Model and Some Arguments (Friday, 9:30)  
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 Lessons Learned on Improving Teaching Effectiveness (Friday, 10:45)  
 Ways of Growing Faculty Development: Multiplying Local Impact through Regional Collaboration (Friday, 1:30)  
 Focus on Teaching Project: A Discussion with Campus Coordinators (Friday, 1:30)  
 The Tyranny of Content (Friday, 3:15)  
 Applying Research on Student Development to Teaching Students in College (Friday, 3:15)  
 Developing a Comprehensive Plan for Instructional Change (Saturday, 9:15)  
 Improving Higher Education: Issues and Perspectives on Teaching and Learning (Saturday, 8:15)  
 Strategic Teaching: The Possible Dream, the Enduring Process (Saturday, 10:30)  
 Promoting the Use of Active Learning in University Classes: Encouraging Reflective Practice among Faculty (Saturday, 10:30)  
 Improving Higher Education: A Panel Review (Sunday, 8:15)
- V. *Challenges for and Responses to Diversity***  
 The Effective Culturally Diverse Classroom: A Sample Awareness Workshop for Faculty (Friday, 9:30)  
 Using Case Studies in Faculty Development: Raising Diversity Issues (Friday, 10:45)  
 Forging a Common Language (Friday, 3:15)  
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 Multicultural Curriculum through Faculty Development (Saturday, 10:30)  
 Learning from Students about Teaching in the Multicultural Classroom: A Home-Grown Videotape Project with African-American Students (Saturday, 10:30)  
 The Challenge of Student Age Diversity in the Classroom: Strategies for Learning and Teaching (Saturday, 10:30)

## **VI. *Developing and Managing Centers and Programs***

Getting Started in Faculty Development (Preconference Workshop)

Being the Director of a Faculty Development Program: What Your Predecessor (if there was one)

Never Told You (Preconference Workshop)

Hard Times Signal Challenges for Faculty Developers (Saturday, 9:15)

Consultant Directiveness: Is More Better? (Saturday, 9:15)

Funding Faculty Development: How to Get Your Piece of the Pie (Friday, 1:30)

Who's Minding the Store? The Doing of Faculty Development (Saturday, 9:15)

## ***Conference Information and Resources***

### **In the Foyer**

- Registration Desk
- Message Center
- Local Area Information

### **Registration Hours**

Wednesday–5:00–6:00 p.m.; 8:00–9:00 p.m.

Thursday–8:00–9:00 a.m.; 11:00 a.m.–1:00 p.m.; 4:00–9:00 p.m.

Friday–7:30 a.m. to 12:00 noon

During registration hours, conference personnel will be available to provide assistance and information.

### **Networking**

The foyer area has been designated “Networking Headquarters.” We encourage you to use this area as well as the library, golf rooms, and other conference facilities to get to know conference participants. POD represents a cross-section of higher education, and you are sure to find other attendees who share your concerns and interests. If you would like to get a group together to discuss a particular issue or project (for example, writing across the curriculum), please post a notice on the message board in the foyer area. This message also will be distributed at tables during mealtimes. The library is ideal for informal conversations, and the golf rooms (Nicklaus, Palmer, Watson, Player) can be scheduled for small group meetings and seminars that involve up to eight persons.

### **Message Center**

A message center and display of information about the conference facility will be set up in the foyer area throughout the conference.

### **Exhibits**

Exchanging program resources is on the agenda for Thursday evening's Resource Exhibits, organized by Mary Pat Mann. The event will begin at 7:30 p.m. If you have requested display space, be sure to reserve time to set up your materials prior to 7:30.

### **Conference Meals**

On-site meals together are an important part of the POD conference tradition. Your Lakeview room registration or daily fee includes all meals, unless you have made special arrangements.

### **Videotape Resources**

The Oak Room, located on the ground floor level near the Men's Locker Room, is equipped with a VCR and large television screen that can be used to view videotapes contributed by conference participants. The videotapes can be checked in and out near the registration desk in the foyer area. Individuals are responsible for videotapes they contribute and use at the conference.



<b>Breaks</b>	By midmorning and midafternoon each day, excluding Saturday afternoon, breaks will be provided with beverages and fruit or light snacks. These refreshments can be obtained on every floor during these times. Because break periods are scheduled for 15 minutes, participants may take their refreshments to their next session.
<b>Smoking</b>	Smoking is not permitted in conference rooms. Please use designated smoking areas or outdoor areas for smoking.
<b>Bar Service</b>	Lakeview has an in-house bar and cocktail lounge (Off Broadway). In addition, we have contracted for a cash bar service during social hours. A ticket that can be exchanged for one free drink is enclosed in your conference packet.
<b>Copying/FAX</b>	A copying service is available on-site for the following fees: 10 copies or less, \$0.25/page; 11-25 copies, \$0.20/page; 26 or more copies, \$0.15/page. Transparencies can be made for \$2.50 each. A tax of 6% is attached to all copying services. Outgoing FAX service is \$6.00 for the first page and \$0.50 for each additional page. Incoming FAX service is \$2.00 for the first page and \$0.50 for each additional page. These services are available during daily hours in the Convention Services Office, located off the lobby area near the library, and after hours at the front desk.
<b>Fitness and Sports Center Complex</b>	Located just a few steps from the meeting and dining rooms, Lakeview's Fitness and Sports Complex offers a range of recreational opportunities. The complex includes a 16' x 50' lap pool, an indoor cushioned running track, aerobic room and classes, a pro shop, a complete nautilus circuit and free weights, indoor tennis, racquetball, and wally ball courts, whirlpools and saunas, tanning beds, massage, locker rooms and shower facilities, and a snack and juice bar. By showing your room key, you can use these facilities without charge, except for the following: aerobic classes, \$5.00 per class; racquetball and volleyball courts, \$10.00 per hour; indoor tennis courts, \$15.00 per hour. An additional indoor pool is located inside the hotel on the second floor. Horseback riding also can be arranged for \$18.00 per person.
<b>Golf</b>	Two 18-hole golf courses are open to conference participants: Lakeview, located adjacent to the hotel and recognized as one of the outstanding courses in America; and Mountainview, a hillside course located a couple miles from the hotel. The conference greens fees are: Lakeview, \$23.00 for 18 holes during the week and \$27.00 for 18 holes during the weekend; Mountainview, \$13.00 weekdays and \$15.00 during the weekend. Golf carts can be rented for either course at a cost of \$12.00 per person for 18 holes.
<b>Conference Evaluation</b>	<p>Members of the program committee will collect evaluations at the end of each session. Feedback to individual presenters is a valuable part of the conference evaluation and we appreciate your cooperation and interest in providing this information.</p> <p>We also ask that you make a special effort to complete an overall conference evaluation (form distributed in your registration packet) before you leave the conference site. We have introduced several new features to this year's conference and your assessment of these changes, the conference facility, and the overall program will be taken very seriously in planning future POD conferences. Please return the conference evaluation form to the box marked "Evaluation" located in each room.</p>

## ***Acknowledgements***

We wish to thank the following people for their contributions in planning and hosting the conference:

### **Program Planning Committee and Proposal Reviewers**

Christine A. Stanley, Conference Coordinator  
G. Roger Sell, Program Chair  
Beverly Amick, Proposal Reviewer  
Nancy V. Chism, Proposal Reviewer  
Glenn Ross Johnson, Proposal Reviewer  
Linda Hilsen, Proposal Reviewer  
Marilyn Leach, Proposal Reviewer  
Richard Nichols, Proposal Reviewer  
Mary Deane Sorcinelli, Proposal Reviewer  
Diane vom Saal, Proposal Reviewer  
Delivee Wright, Proposal Reviewer  
Donald Wulff, Proposal Reviewer

The Ohio State University  
The Ohio State University  
Kean College of New Jersey  
The Ohio State University  
Texas A&M University  
University of Minnesota-Duluth  
University of Nebraska-Omaha  
Kean College of New Jersey  
University of Massachusetts  
University of Missouri-Columbia  
University of Nebraska-Lincoln  
University of Washington

### **Registration Committee**

Nancy Diamond  
Priscilla Visek

University of Illinois-Urbana  
University of Illinois-Urbana

### **Conference Publications**

Susan Warner, Editor  
Liz Alecusan, Cover Designer

The Ohio State University  
The Ohio State University

### **Preconference Workshops**

Linc. Fisch, Chair  
Maryellen Weimer

Independent Consultant  
The Pennsylvania State University

### **Outdoor Activities**

Lion F. Gardiner, Chair  
Kit Price  
Richard Tiberius

Rutgers University  
Depauw University  
University of Toronto

### **Hospitality**

Kay Herr, Chair  
Suzanne Brown  
Bob Elmes  
Marty Nemko

Colorado State University  
Pennsylvania State System of H. E.  
State University College of Buffalo  
Independent Consultant

### **Conference Evaluation**

Mel Gray, Chair  
Ellen Stevens  
Ric Nichols

College of St. Thomas (Minn.)  
University of Colorado-Denver  
Kean College of New Jersey

### **Resource Roundtables**

Mary Pat Mann

Ohio University

### **Bright Ideas Selection and Awards**

Barbara Millis

The University of Maryland

## ***POD Executive Directors and Conference Sites***

<b>Executive Director(s)</b>	<b>Year</b>	<b>Conference Site</b>
Joan North (Coordinator) <i>University of Wisconsin-Stevens Point</i>	1976-77	Airlie House, Airlie, VA
Mary Lynn Crow <i>University of Texas-Arlington</i>	1977-78	Illinois Beach State Park, Zion, IL
Glenn Erickson <i>University of Rhode Island</i>	1978-79 1979-80	Shangri-La State Park, Oklahoma Fairfield Glade, TN
Lance Buhl <i>Projects for Educational Development</i>	1980-81	Claremont Resort, Berkeley, CA
Michael Davis <i>University of the Pacific</i>	1981-82 1982-83	Westin Hotel, Cincinnati, OH Montebello, Quebec, Canada
Michele (Fisher) Marincovich <i>Stanford University</i>	1983-84	Airlie House, Airlie, VA
LuAnn Wilkerson <i>Harvard Medical School</i>	1984-85	Asilomar, Monterey, CA
Bette L. Erickson <i>University of Rhode Island</i>	1985-86 1986-87	Lake Lawn Lodge, Delavan, WI Hidden Valley Lodge, Somerset, PA
Marilla Svinicki <i>University of Texas-Austin</i>	1987-88 1988-89	Inn of the Hills, Kerrville, TX Keystone Resort, Keystone, CO
Emily (Rusty) Wadsworth <i>Northeastern Illinois University</i> Delivee Wright <i>University of Nebraska-Lincoln</i> (Co-Executive Directors)	1989-90 1990-91	Villas-by-the-Sea, Jekyll Island, GA Granlibakkan Conference Center, Tahoe City, CA
Ronald Smith <i>Concordia University (Canada)</i>	1991-92	Lakeview Resort and Conference Center, Morgantown, WV

**Wednesday, October 23, 1991**

**7:00-9:00 a.m.**

REFLECTIONS

**Breakfast**

**8:00-11:45 a.m.**

WARD CHRISTOPHER

**Core Committee Meeting**

**11:45 a.m.-1:00 p.m.**

REFLECTIONS

**Lunch**

**1:00-4:30 p.m.**

WARD CHRISTOPHER

**Core Committee Meeting**

**5:00-6:00 p.m.**

FOYER

**Conference Registration** (*also 8:00-9:00 p.m.*)

**4:45-6:00 p.m.**

UNIVERSITY HALL

**Social Hour and Cash Bar**

**6:00-8:00 p.m.**

CHESTNUT

**Dinner**

**7:00-9:30 p.m.**

TRAINING 1

Linc. Fisch

*Independent Consultant*

***Preconference Workshop***

**A Dialogue on Power in College Teaching**

Power. It's everywhere. Power clothing. Power lunches. Power walking. It's even in our classrooms. Is it a force for good or for evil? Or for both? How can we appropriately exercise power to enhance our educational missions? How can we keep power from becoming inimical to learning? How can we avoid the ethical problems brought by the misuse of power? What is the power of a teaching consultant, and how can it be used wisely? What does "empowering students" mean? How can we do this? Should we? What responsibilities are attendant to empowerment? Through an extended exploration and discussion we will deal with these and other issues relating to power, attempting to move toward greater clarity and resolution.

As with previous preconference dialogues (ethics and values, 1989 and 1990), the agenda and format for the workshop will be determined largely by participants. *Beginning on Wednesday evening, this workshop continues all day Thursday.*

**8:00-9:00 p.m.**

FOYER

**Conference Registration**

**8:00 p.m.-??**

LIBRARY

OFF BROADWAY

**Networking and Informal Conversation**

**Thursday, October 24, 1991**

**7:00-9:00 a.m.**

REFLECTIONS

**Breakfast**

**8:00-9:00 a.m.**

FOYER

**Conference Registration** (also 11:00 a.m.-1:00 p.m. and 4:00-9:00 p.m.)

**8:00-11:45 a.m.**

WARD CHRISTOPHER

**Core Committee Meeting**

**9:00 a.m.-12:00 noon**

TRAINING 1

• **Preconference Workshops and Meetings**

**A Dialogue on Power in College Teaching** (Fisch) (continued from Wednesday evening)

TRAINING 4

Joyce Povlacs Lunde

Myra Wilhite

University of

Nebraska-Lincoln

Coordinators

**Getting Started in Faculty Development**

This workshop is for persons who are new to instructional, professional, or faculty development—faculty on committees, administrators, new consultants. The morning provides participants with instruction by experienced practitioners in the field. In the afternoon, participants can choose two of the three following hands-on sessions: conducting workshops, publishing newsletters, and offering individual teaching consultation. A copy of *Face to Face* (edited by Karron Lewis) is included in the workshop fee.

SEMINAR 1-2

Erin Porter

University of Texas-

Austin

**The Die May Be Cast: Modifying Communication Behaviors in Faculty Who Choose to Lecture**

It is often the realization on the part of many faculty developers that some college instructors are assigned a lecture format course by their departments or that others prefer to utilize a lecture format for whatever reason. In these cases, the die is already cast, but the faculty developer often can make positive contributions to the lecturer. This workshop will provide faculty development practitioners with materials, activities, and evaluation procedures that can be used toward that end. Participants will engage in an assessment exercise of oral communication strengths and weaknesses. They also will review video segments of actual lectures and gain experience in both providing useful performance critiques and consulting with faculty clients on lecturing.

SEMINAR 3-4

Maryellen Weimer

The Pennsylvania State

University

Coordinator

**The Scholarship of Teaching**

If teaching and its improvement are to be taken seriously, a scholarship involving it needs to develop. The scholarship should include educational research, but it also should not be limited to that. As the Carnegie Commission report, *Scholarship Reconsidered*, proposed, we need broader definitions of scholarship. Those definitions ought to include the wisdom of practice, integration, and application. This workshop will explore definitions specifically in terms of how instructional and faculty developers can work still further on developing the literature of the field. Included will be discussion of how faculty can be encouraged to do more pedagogical publication and how the reputation and credibility of those publications can be enhanced.

The workshop will include the following resource people: Elizabeth Fidler, Massachusetts Bay Community College; James Eison, University of South Florida; Laurie Richlin, Antioch College; and Ken Zahorski, St. Norbert College. There will be opportunity for participants to explore how their own scholarly efforts and activities could be disseminated. Participants are asked to bring samples of their own work to the session.

**Thursday, October 24, 1991 (continued)**

**10:00 a.m.-12:00 noon**

GOVERNORS VI

**Focus on Teaching Project, Steering Committee Meeting**

**11:00 a.m.-1:00 p.m.**

FOYER

**Conference Registration** (*also 4:00-9:00 p.m.*)

**11:45 a.m.-1:00 p.m.**

REFLECTIONS

**Lunch**

**1:00-4:00 p.m.**

TRAINING 1

• **Preconference Workshops and Meetings** (*continued*)

**A Dialogue on Power in College Teaching** (Fisch) (*continued from a.m.*)

TRAINING 4

GOVERNORS I

GOVERNORS III

**Getting Started in Faculty Development** (Lunde/Wilhite, coordinators) (*continued from a.m.*). Concurrent sessions: Developing Stimulating Workshops and Other Activities (Mary Pat Mann, Ohio University); Communicating through Newsletters (LeAne Rutherford, University of Minnesota, Duluth); Introduction to Teaching Consultation (Mike Kerwin, University of Kentucky; Judith Rhoades, Madisonville Community College, Kentucky).

SEMINAR 1-2

Marilla Svinicki

*University of Texas-  
Austin*

Marie A. Wunsch

*University of Hawaii-  
Manoa*

**Being the Director of a Faculty Development Program: What Your Predecessor (if there was one) Never Told You**

As with most positions in academia, there is seldom any training for those lucky souls who are appointed directors of faculty development programs. Suddenly, one is confronted with a new array of problems quite different from those of helping faculty. Things like budgeting, staffing and personnel management, institutional politics, and interagency cooperation move to the top of the list. The purpose of this session is to form a support group and exchange helpful ideas about negotiating this terrain so that the actual business of faculty development can get done. The intended audience is individuals who are responsible for the management of faculty and instructional development centers or programs.

The agenda for the session will arise out of the group itself, but in general the intent is to engage in group problem-solving around questions of finance, staffing, management, and other administrative concerns. Each person will be asked to contribute to the planning of the session, do some preconference homework, and provide an analysis of some administrative issue with which they have grappled successfully. It is hoped that this will become an ongoing process beyond the conference, perhaps eventually resulting in an information booklet for new directors.

SEMINAR 3-4

Robert M. Diamond

*Syracuse University*

**Course and Curriculum Design**

This practical workshop will introduce a successful model for course, curriculum, and program design. It will describe the role of the developer in design, implementation, and evaluation. The following topics will be discussed: the politics of implementation, successful change, the skills needed to be an effective developer, and how to increase impact with limited resources. Participants will receive a copy of Diamond's *Designing and Improving Courses and Curricula in Higher Education*.

WARD CHRISTOPHER

**Core Committee Meeting**

GOVERNORS VI

**Focus on Teaching Project, Steering Committee Meeting** (*continued from a.m.*)

## ***Thursday, October 24, 1991 (continued)***

**4:00-9:00 p.m.**

FOYER

**Conference Registration**

**4:45-5:45 p.m.**

UNIVERSITY HALL

**Social Hour and Cash Bar**

**5:45-7:30 p.m.**

CHESTNUT

**Dinner and Welcome**

Ronald Smith, 1991-92 Executive Director, POD

Christine Stanley, Conference Coordinator

*(You are encouraged to wear your school colors and sit with regional groupings to discuss possible regional collaboration.)*

**7:30-9:00 p.m.**

GOVERNORS ROOMS

**Resource Roundtables**

**8:00 p.m.-??**

LIBRARY

OFF BROADWAY

**Networking and Informal Conversation**

## ***Friday, October 25, 1991***

**7:00-8:15 a.m.**

REFLECTIONS

**Breakfast**

**7:30 a.m.-12:00 noon**

FOYER

**Conference Registration**

**8:15-9:15 a.m.**

CHESTNUT

William B. Bondeson

*University of Missouri-  
Columbia*

***Keynote Address—Faculty Development and the New American Scholar***

Much is being written and discussed about views of the new American scholar in higher education. In what ways are these new views of scholarship different from the more traditional views of scholarship? Do new views of scholarship hold equally for different kinds of institutions? How are teaching and the research and development of teaching reflected in a modern view of faculty scholarship? To what extent will views of scholarship and its relationship to teaching vary by discipline or professional field, and why? What are some implications of these issues for faculty development? Our keynote speaker will address these questions based on his personal reflection of professional development over a career and his view of academy.

**9:30-10:30 a.m.**

GOVERNORS I

Priscilla F. Visek

*University of Illinois  
at Urbana*

• ***Concurrent Sessions***

**Assessing and Improving the Effectiveness of the Instructional Aspects of Academic Units: Case Studies in Two Engineering Departments**

The results of individual instructors' student evaluations of teaching and course quality too frequently are characterized as individual problems, not ones that involve the entire academic unit. This session will describe the Council on Program Evaluation (COPE) system, student evaluation of instructors, and focus group research results; it then will describe and compare the results of these systems in two academic units. Participants will learn to recognize and respond to (a) the range of opportunities for instructional improvement that result from varying types of

evaluations of teaching effectiveness, (b) the value of combining various evaluation systems to plan a comprehensive activity for faculty development, and (c) differences in the culture, curriculum, and philosophy of academic units and the management styles of their chairs.

GOVERNORS III  
Frank Gillespie  
*University of Georgia*

**Does Higher Education Want What Technology Has Promised to Deliver?**

Information technology has been a large and expensive part of many of the recent innovations proposed to improve higher education; there is a need to examine the factors contributing to the effective use of the new technologies. During this focus session, POD participants will investigate the factors contributing to the success or failure of technological innovations in higher education. At the conclusion of the session they will be able to describe types of innovations, the instructional implications of technology, and factors in higher education that contribute to and work against effective use of technology.

GOVERNORS IV  
Emily (Rusty) Wadsworth  
*McHenry County College*

**The Effective Culturally Diverse Classroom: A Sample Awareness Workshop for Faculty**

Responding to greater cultural diversity is a major issue under discussion by higher education professionals. This workshop will model sample activities for workshops on teaching culturally diverse classes and for addressing cultural diversity in the curriculum. It will cover developing cross-cultural competence, creating a supportive classroom environment, designing culturally sensitive teaching strategies, and fashioning an inclusive curriculum. Participants will experience awareness exercises that have been used successfully with college and university faculty, form ideas about how awareness workshops can be developed for faculty at different levels of knowledge, and receive a packet of materials that addresses multicultural education from a faculty viewpoint.

GOVERNORS VI  
Martin J. Finkelstein  
*New Jersey Institute for  
Collegiate Teaching  
and Learning*  
Ann Austin  
*Vanderbilt University*  
Robert J. Menges  
*Northwestern University*

**Perspectives on Program Evaluation: A New Imperative for Faculty Development Professionals**

In this era of changing student demographics and economic turmoil, faculty development programming is both more needed and more carefully scrutinized for results than ever before. Three key dilemmas confronting efforts to assess faculty development programs will be presented; participants will then work together to explore ways to address them in the context of their own campus programs. A debriefing and discussion will be led by the presenters, who are program monitors for the New Jersey Institute for Collegiate Teaching and Learning.

SEMINAR 1-2  
W. Alan Wright  
Carol O'Neil  
*Dalhousie University*

**Student Ratings of Instruction: Twenty Principles for Improving Practice**

Student ratings of instruction are used widely for summative evaluation purposes in higher education. Yet lessons from the literature and from field observation are often ignored. Participants in this session will examine examples of student rating questionnaires with a view to finding fault. They will then discuss the 20 principles for improving practice under the headings of General Principles, Planning the Evaluation Environment, Questionnaire Design, and Administrative Procedures.

SEMINAR 3-4  
Richard F. Lewis  
*University of Windsor*

**How to Determine Faculty Development Needs**

This session will help the faculty developer to follow a systematic procedure to determine faculty development needs. The presenter will stress the importance of meeting the needs of both clients and the administration. Using a guided design approach, participants will solve a problem by working through a set of very specific instructions. They can expect to be able to apply the model to their own situations.



**Friday, October 25, 1991 (continued)**

**TRAINING 4**

Nancy J. Egly  
*University of Nebraska-  
Lincoln*

**Institutional Efforts to Facilitate Faculty Development: A Model and Some Arguments**

Numerous case study research projects have recently focused on the role of department chairs in faculty development; the presenter will provide a model for institutional efforts toward improvement of new faculty academic socialization and faculty development. After the model is presented, the group will discuss campus-specific model testing and strategies for implementing the suggestions on their own campuses.

**10:30-10:45 a.m.**

FOYER, EACH LEVEL

**Break**

**10:45-11:45 a.m.**

**GOVERNORS I**

Laurie Richlin  
*Antioch College*  
Milton D. Cox  
*Miami University*

• **Concurrent Sessions**

**Reflections on Pedagogical Scholarship: Reports from the Field**

In the area of pedagogical scholarship, doctoral programs have been criticized as being too narrow to provide the range of knowledge and experience future faculty need to teach undergraduates. The session will include discussion of the meaning of results of two major studies related to pedagogical scholarship: preparation of graduate students to become teaching faculty as seen by "providers" and "consumers" of PhDs and (b) the impact of a faculty teaching scholar program on attitudes and behaviors related to teaching. Participants will learn possible solutions for increasing the emphasis on pedagogical scholarship in graduate student programs and among current faculty.

**GOVERNORS III**

Robert M. Diamond  
*Syracuse University*

**Changing Priorities at Colleges and Universities**

At many institutions an increased emphasis on research and publications has had a direct and negative impact on the quality of teaching. Recognizing the importance of quality instruction, Syracuse University has embarked on a program designed to develop an appropriate balance between teaching and research. This practical session will describe the steps that have been taken and the modifications that are occurring in the promotion, tenure, and reward systems of the institution. Topics will include the evaluation of teaching, the redefinition of creativity and scholarship, and the role of deans and chairs in effecting change.

**GOVERNORS IV**

Donald Wulff  
Jody Nyquist  
*University of  
Washington*

**An Informal Conversation about *To Improve the Academy***

This session provides conference participants with the opportunity to identify directions and consult with the coeditors of the 1992 edition of *To Improve the Academy*, an annual POD publication. Participants are invited to discuss ideas for articles, the nature of the publication, and other issues.

**GOVERNORS VI**

Ann S. Ferren  
*The American  
University*

**Does General Education Work?**

Nationwide the undergraduate curricular reform movement has changed the kinds of courses offered, the requirements for graduation, and the strategies of instruction on our campuses. Inevitably the question is raised, "Has reform of the general education program improved the quality of undergraduate education?" This session will address a variety of assessment strategies that can help answer that question and link program review with faculty development and organizational development.

## ***Friday, October 25, 1991 (continued)***

### **SEMINAR 1-2**

William M. Welty  
Rita Silverman  
*Pace University*

### **Using Case Studies in Faculty Development: Raising Diversity Issues**

This session will demonstrate the use of cases about diversity issues for faculty development purposes by engaging participants in a case discussion about a college teacher confronted by a charge of racial bias in her grading. This case will also be used as the model for the case writing workshop scheduled for Friday, 3:15-5:15 p.m.

### **SEMINAR 3-4**

Eric W. Kristensen  
*Berklee College of Music*

### **Using an In-House Teaching Conference to Institute Faculty, Instructional, and Organizational Development**

Faculty often teach in isolation, with few opportunities for practical discourse on their teaching. Holding an in-house teaching conference stimulates exchanges between and among teaching colleagues and sends signals to administrators. Participants will learn about a conference held for the first time this year and discuss issues relevant to their own campuses.

### **TRAINING 1**

Marilyn M. Leach  
Loree Bykerk  
Michael Sherer  
*University of Nebraska  
at Omaha*

### **The Teaching Portfolio and Ways of Knowing: Relating Teaching Improvement to Effective Instructional Consulting**

In this session we will explore ways of documenting a faculty development center's effectiveness in the area of instructional improvement. The presenters will share ways in which they also have used information to demonstrate instructional consulting effectiveness. Participants will collaborate by generating new and other ways of demonstrating effectiveness in faculty/instructional development work.

### **TRAINING 4**

Ray L. Shackelford  
*Ball State University*  
Peter Seldin  
*Pace University*  
Linda F. Annis  
*Ball State University*

### **Lessons Learned on Improving Teaching Effectiveness**

Many new faculty enter higher education with limited teaching experience or training. This session will share information gathered from more than 20 countries and illustrate how the information has been used to design an innovative program to address the needs of new faculty. Participants will discuss the relative success of various faculty development activities in enhancing teaching performance, identify common needs of new faculty and how they may be addressed, and participate in simulated faculty development program activities.

**12:00 noon-1:15 p.m.**

REFLECTIONS AND  
OFF BROADWAY

**Lunch**

**1:30-3:00 p.m.**

### **GOVERNORS III**

Martin N. Nemko  
*Independent Consultant*

### **• Concurrent Sessions**

### **Funding Faculty Development: How to Get Your Piece of the Pie**

Getting funded usually requires (a) showing evidence of faculty development's effectiveness and (b) political clout on campus. This session will help participants with both. Using a jigsaw group learning technique, participants will learn results of studies on what works in faculty development. They will also learn 10 keys to increasing faculty developers' campuswide influence. Participants will apply this knowledge in a simulation in which a faculty developer is asking his or her supervisor for money.

**GOVERNORS IV**

Lesley K. Cafarelli  
*Minnesota Private  
College Research Fnd.*  
Stewart Bellman  
*Black Hills State  
University*  
Thomas Creed  
*St. John's University*  
Lyn Dockter-Pinnick  
*Fort Berthold Community  
College*  
Daniel Rice  
*University of North  
Dakota*

**Ways of Growing Faculty Development: Multiplying Local Impact through Regional Collaboration**

This session is based on the thesis that diverse institutional "ways of knowing" produce "ways of growing" in faculty development. The Bush Regional Collaboration (BRC), a consortium of over one hundred college and university campuses, is dedicated to enhancing the quality of undergraduate education in its region. After overviews of the session and the BRC and presentations by directors of four institutions involved, participants will work in small groups organized by region. The session will be of interest to any faculty or staff member who would like to:

1. learn about the BRC, its history, goals and structure;
2. learn about the faculty development efforts of four BRC institutions and what they contribute to and derive from participation in the collaboration;
3. reflect on ways in which interinstitutional collaboration might multiply the impact of their own faculty development efforts; and
4. develop contacts and strategies for new or improved regional collaborations.

**GOVERNORS VI**

Linda Rae Hilsen  
LeAne Rutherford  
*University of Minnesota,  
Duluth*

**Front Line Faculty Development: Chairs Constructively Critiquing Colleagues in the Classroom**

Even if an institution has a centralized faculty/instructional development program, the people who are often in the best position to promote faculty growth from the initial interview through retirement are department chairs. Department chairs should be prepared in ways to positively promote improvement of instruction possibilities within their departments. This session is aimed at helping department heads become even more effective front-line faculty developers by exploring ways that they can constructively critique and provide feedback on colleagues' classroom instruction.

**SEMINAR 1-2**

Barbara J. Millis  
*University of Maryland*

**Using Peer Classroom Observations to Enhance a Teaching Portfolio**

Documentation of exemplary teaching is an important part of institutional and individual accountability. The teaching portfolio is a viable way both to document and to positively influence teaching expertise. Participants will explore, through cooperative learning strategies, the related topics of teaching portfolios and peer classroom observations. Portfolio topics will include use, contents, value, and implementation. Participants will look at the power of peer classroom observations, featuring one-on-one consultations, collegiality, trained observers, and a narrative reporting instrument to document and positively influence teaching expertise.

**SEMINAR 3-4**

Alton O. Roberts  
*Syracuse University*

**Focus on Teaching Project: A Discussion with Campus Coordinators**

This session will provide an opportunity for participants to discuss developments in the national Focus on Teaching Project sponsored by the Fund for the Improvement of Postsecondary Education. The overall purpose of the project is to improve the quality of teaching in research-oriented universities through enhancements to the evaluation, reward, and support of teaching. Direction of this multi-institutional project is provided through Syracuse University. Project coordinators at six major universities will discuss project developments on their campuses, what has been accomplished during the first year, and plans for the two remaining years of the project. The project coordinators and universities represented include Susan A. Ambrose, Carnegie Mellon University; Donald R. Brown, University of Michigan; Barbara Gross Davis, University of California-Berkeley; Robert J. Menges, Northwestern University; G. Roger Sell, The Ohio State University; and Mary Deane Sorcinelli, University of Massachusetts-Amherst.

**TRAINING 1**

Elizabeth F. Fideler  
*Massachusetts Bay  
Community College*  
Glenn R. Erickson  
Bette L. Erickson  
*University of Rhode  
Island*  
Nancy V. Chism  
*The Ohio State University*

**Panel and Roundtable Discussion on Classroom Research**

Classroom research is the systematic study by instructors of teaching and learning questions in their own classroom environments. The major objectives for this session are (a) to provide an opportunity for people who have some experience with classroom research and people who are curious about it to exchange innovative applications, ideas, questions, and suggestions; and (b) to investigate the general idea and the particulars of forming a network, including ways to obtain funding for classroom research.

After a brief introduction, participants will break up into subgroups facilitated by the four presenters, then report back to the whole group.

**TRAINING 4**

Glenn Ross Johnson  
*Texas A&M University*  
James Eison  
*University of  
South Florida*  
Thomas Pasternack  
*Randolph-Macon  
Women's College*

**Connecting Theoretical and Conceptual Frameworks to Faculty Developers' Courses of Action and Assessment: A Series of Scenarios**

Faculty developers need opportunities to discuss ways to respond to problems generated by graduate students, faculty members, and administrators. They need to draw on theoretical and conceptual frameworks that they can connect to courses of action. Participants in this session will read a series of scenarios (cases) involving graduate students, faculty members, and administrators. They will write an individual response to each scenario—a "what I would try to do" course of action and "how I might assess the outcome." These will be shared and discussed in small group and large group settings.

**3:00-3:15 p.m.**

FOYER, EACH LEVEL

**Break**

**3:15-5:15 p.m.**

**GOVERNORS I**

Lee Warren  
*Harvard University*

• **Concurrent Sessions**

**Forging a Common Language**

One of the problems confronting higher education is finding ways to teach to the multiple ways of knowing in our classrooms. This workshop will experientially demonstrate multiple ways of knowing through a monitored case discussion. Small group task forces will collaboratively develop ways of teaching to diversity. Participants should come away with a personal experience of different ways of knowing and with suggestions both for forging a common language for classroom discussions and for developing teaching approaches that work with the multiple audiences that inhabit our classrooms today.

**GOVERNORS III**

Edward B. Nuhfer  
and others  
*University of Wisconsin  
at Platteville*

**Student Management Teams: Applying Collaborative Management Concepts to the College Classroom**

Student management teams blend some of the attributes of Edward Deming's "quality circles," some attributes of "brainstorming sessions" of researchers, and some unique attributes of their own. This workshop will consist of brief presentations followed by audience questions and panel response. Participants will learn about the use of student management teams to improve courses, to improve instructor communication, to encourage mentoring, to vest students with a group responsibility for the quality of a class, and to serve as a means through which students, faculty, and developers can promote a campus-wide concern for learning.

**GOVERNORS IV**

John Boehrer  
LuAnn Wilkerson  
*Harvard University*

**Using Cases for Faculty Development**

Complex, fascinating stories about teaching and learning unfold in the classroom. Captured as cases on paper, these stories can engage faculty from all disciplines in rich discussion of fundamental issues, stimulate new insights into the dynamics of their own teaching, and encourage them to experiment with active learning strategies. This session will demonstrate large-group case discussion, then break into small groups to consider key questions about using cases for faculty development.

**GOVERNORS VI**

Charles C. Bonwell  
*Southeast Missouri  
State University*  
Beverly Black  
*University of Michigan*

**The Tyranny of Content**

The need to "cover the material" through lecture often keeps faculty from trying alternative teaching strategies. This workshop will address the "tyranny of content" by generating practical solutions that professional developers can use when working with faculty. Participants will also evaluate the workshop format so that they might develop an improved version.

**SEMINAR 1-2**

William M. Welty  
Rita Silverman  
*Pace University*

**How to Write a Case Study: A Beginning Workshop**

Case method is becoming an increasingly widely used instructional pedagogy. This workshop will introduce important elements of good case study construction and a process of case development that will enable participants to begin writing their own cases and helping others on their home campuses to do the same. The baseline case serving as the model from which this workshop will proceed is covered in the session scheduled earlier in the day (Friday, 10:45-11:45 a.m.).

**SEMINAR 3-4**

Myrna J. Smith  
*New Jersey Institute  
for Collegiate Teaching  
and Learning*  
Sandra Cheldelin  
*Antioch University*  
Mark LaCelle-Peterson  
*New Jersey Institute  
for Collegiate Teaching  
and Learning*

**The Professor as Active Learner: Evidence from the New Jersey Master Faculty Program**

Since 1987, the New Jersey Master Faculty Program has engaged over 300 New Jersey faculty members on all types of campuses in reflection and innovation in their teaching as part of a low-cost, classroom-based program that revitalizes teaching in higher education. Evidence from the program suggests that both traditional evaluation methods and qualitative data collected as part of the program process can help to document and increase program effectiveness. Participants will learn about and discuss a successful faculty development program that engages faculty in peer classroom observation and student interviewing, and innovative strategies that combine quantitative and qualitative forms of evaluation.

**TRAINING 1**

Lion F. Gardiner  
*Rutgers University*

**Applying Research on Student Development to Teaching Students in College**

Research on the development of students in college has great potential as a practical aid to their teachers. This session will draw on research about the ways in which students conceive of knowledge and values that significantly affect their world view and approach to learning in college. Through a presentation and series of exercises, participants will be helped to understand student cognitive and ethical development theory and how to apply this theory effectively in their own teaching and student learning.

**TRAINING 4**

Ronald A. Smith  
*Concordia University*  
Daniel Wheeler  
*University of  
Nebraska-Lincoln*

**Knowing through Reflection: Chairs as Development Practitioners**

Department chairs are often the first, and sometimes the only, people to work with faculty on issues related to improving their professional effectiveness. The theoretical perspectives of reflective practice and theories of action will be used to analyze the problems that chairs identify in working with faculty. Using a case study, this session will demonstrate a program designed to increase chairs' effectiveness in dealing with difficult interpersonal situations through reflecting on their practice.

## Friday, October 25, 1991 (continued)

5:30-6:30 p.m.

CHESTNUT

Social Hour and Cash Bar

6:30-8:00 p.m.

GOVERNORS ROOMS

Dinner, "West Virginia Style"

8:00-10:00 p.m.

CHESTNUT

Entertainment and Dancing

West Virginia Band

Clogging

Open Dancing

## Saturday, October 26, 1991

7:00-8:15 a.m.

REFLECTIONS AND  
OFF BROADWAY

Breakfast

8:15-9:15 a.m.

CHESTNUT

Maryellen Weimer  
*The Pennsylvania State  
University*

### **Keynote Address—Improving Higher Education: Issues and Perspectives on Teaching and Learning**

From a global perspective, American higher education has been successful in extending opportunities to an increasingly diverse population, and in supporting a pluralism of institutions and programs. Yet, the pressures on higher education have grown more intense and competitive. For example, we are being asked simultaneously to address and improve student access, retention, and performance and to deliver quality instruction with stringent resources; and to maintain a vital faculty with high performance standards and reward systems that are consistent with institutional missions. What have we learned about the process of improving education that will help us respond to these challenges? The keynote speaker will use her ten years of instructional improvement experience to identify the lessons learned relevant to the current knowledge needed. Discussants will respond from the perspectives of "the British view" (George Gordon) and "the institutional view" (Mary Deane Sorcinelli). *A feedback session, incorporating Small-Group Instructional Diagnosis (SGID) and involving the keynote presenter and discussants, will be held on Saturday, October 26, from 9:15-10:15 a.m. in Seminar 1-2.*

9:15-10:15 a.m.

GOVERNORS I

Mary Deane Sorcinelli  
*University of  
Massachusetts-Amherst*  
Elizabeth F. Fideler  
*Massachusetts Bay  
Community College*  
Neil Wylie  
*New England Land-Grant  
Universities*

### **• Concurrent Sessions**

#### **Hard Times Signal Challenges for Faculty Developers**

Recent reports conclude that budget cuts are imposing the hardest times campuses have seen since the depression. But, despite shrinking resources, faculty development centers are increasingly called on to cure long-term problems in undergraduate education—through the training of teaching assistants, multicultural and diversity education, teaching evaluation for both improvement and personnel decisions, efforts to elevate the status of teaching, the development of new faculty and chairs, and the revitalizing of midcareer and senior faculty. This session will provide a forum for developers to articulate common problems and share inspirational, pragmatic, and politically aware strategies.

**GOVERNORS III**

Marie A. Wunsch  
University of Hawaii-  
Manoa

**Breaking Barriers, Supporting Successes: Mentoring Junior Women Faculty**

This session focuses on a pilot program for mentoring junior women faculty. The program takes a multileveled approach, including colleague-pairing, mentor training, seminars and workshops on developmental topics, social interaction, mentoring contracts, and a longitudinal study of the program's impact on the individuals and the institution. Participants at this session will discuss the challenges, frustrations, and satisfactions of a program for junior women conducted entirely by senior women faculty and administrators. Critical incidents and case studies are included in the session's activities.

**GOVERNORS IV**

Howard C. Kramer  
Cornell University

**Consultant Directiveness: Is More Better?**

This session focuses on exploring the appropriate level of consulting directiveness when staff interventions are designed to foster learning in a diverse education environment. In groups, participants will explore the limits, drawbacks, and benefits of high and low consultant directiveness. Implications for the group, the consultant, and the organization will be shared and discussed.

**GOVERNORS VI**

Nancy A. Diamond  
University of Illinois  
at Urbana

**Developing a Comprehensive Plan for Instructional Change**

Approaches to professional, instructional, and organizational development are becoming more comprehensive. For this session, strategic planning for instructional development is the topic. Participants, working from a case, will develop an individual and then group planning map that takes into consideration goals, resources, environmental scanning, events, timing, and other considerations that lead to effective interventions. They will evaluate the plan and their personal planning skills.

**SEMINAR 1-2**

Beverly Black  
Barbara Hofer  
David Ametrano  
University of Michigan

**A Method for Using Student Feedback to Improve Teaching**

The Small-Group Instructional Diagnosis (SGID) method for providing midsemester student feedback to instructors will be modeled and discussed. *The presentation in the Friday morning plenary session preceding the workshop will be used as the "instruction" that participants (the "students") will discuss in order to provide feedback to the presenter (the "instructor").* The feedback session will be conducted using a nondirective method that helps an instructor interpret student data and devise strategies for responding to student suggestions. The group will reflect on the process, discuss advantages and disadvantages for using the SGID method, and hear more about how the process is used.

**SEMINAR 3-4**

Michael A. Kerwin  
University of Kentucky  
Community College  
System  
Robert J. Menges  
Northwestern University

**Assessing the Effectiveness of Teaching Consultation Programs**

Although teaching consultation has been shown to improve teaching effectiveness, more research is needed. By working in groups, at the end of this session, participants will be able to (a) describe a model for assessing a teaching consultation program, (b) describe limitations and common errors in this type of research, and (c) outline the major steps in preparing and conducting assessment projects on their campuses.

**TRAINING 1**

Joyce Povlacs Lunde  
University of Nebraska-  
Lincoln  
Madelyn Meier Healy  
Kean College of  
New Jersey

**Who's Minding the Store? The Doing of Faculty Development**

Although faculty development programs exist on many campuses today, there is a lack of information about the goals, organizational home, structure, and functioning of these programs. Results of a recent study on faculty development committees will serve as the basis of this session. Participants will identify faculty development goals on their campuses and gain ideas for establishing a faculty development committee or reviewing an existing one.

**TRAINING 4**

Ellen A. Stevens  
Laura Goodwin  
*University of Colorado  
at Denver*

**A Comparison of Female and Male Professors: "Good" Teaching Perceptions and Practice**

The results of a University of Colorado at Denver study in which the presenters investigated similarities and differences between female and male professors in their attitudes toward teaching will be presented. Through a self-assessment and discussion, participants will be helped to identify their own perceptions of "good" teaching, compare their perceptions with the data obtained in the study, and generate additional research questions that need to be investigated.

**10:15-10:30 a.m.**

FOYER, EACH LEVEL

**Break**

**10:30-11:45 a.m.**

**GOVERNORS I**

Martin J. Finkelstein  
*New Jersey Institute for  
Collegiate Teaching  
and Learning*

• **Concurrent Sessions**

**Developing a Self-Correcting Faculty Development Program: A Challenge to Faculty Development Professionals**

Faculty development programs can be designed to help us learn from both our successes and our failures. This session will focus on building self-correction into program designs. Participants will apply to their own campuses a framework for building "smart" programs that has been used at Teachers College and the New Jersey Institute for Collegiate Teaching and Learning.

**GOVERNORS III**

Diane R. vom Saal  
Debrah Jefferson  
*University of Missouri-  
Columbia*

**The Second Stage: Designing a Diversity Workshop and Follow-up Activities for Faculty**

The national media have documented the growing problem of a negative climate for minorities and other groups on the nation's college campuses. Administrators and faculty are requesting help from faculty developers to design workshops and other activities to foster a more positive climate. In this session participants will get hands-on experience using actual data on faculty needs and attitudes to design a workshop and follow-up activities that go beyond the initial awareness stage of multicultural sensitivity. Materials will be provided that include essential workshop components and an annotated list of optional workshop and follow-up activities.

**GOVERNORS IV**

Martha J. LaBare  
Steve Golin  
*Bloomfield College*  
Eve F. Hochwald  
*Education Evaluation  
Consultant*

**Multicultural Curriculum through Faculty Development**

The curriculum at Bloomfield College is being transformed to include content and pedagogy sensitive to issues of race, gender, ethnicity, and class. This curriculum change process has been aided by an interdisciplinary seminar and individual preceptors. During this session, participants will learn of this successful model and be helped to explore adaptation of the program and its assessment tools to individual campuses.

**GOVERNORS VI**

Sally Atkins  
Kathleen Brinko  
Virginia van der Bogert  
Ellen Arnold  
*Appalachian State  
University*

**Transforming the Academy: Do We Really Make Any Difference?**

The purpose of this session is to share a variety of research strategies, including both quantitative and qualitative methods, that have been used at Appalachian to provide an ongoing assessment of faculty needs and the effectiveness of our faculty development efforts to address these needs. Methods discussed in this session include surveys, individual and group interviews, departmental profiles, consultation, and participation in planning and governance. Activities include panel and group discussions and development of individual goal and assessment plans.



***Saturday, October 26, 1991 (continued)***

**SEMINAR 1-2**

Jonathan Collett  
SUNY/College  
at Old Westbury

**Learning from Students about Teaching in the Multicultural Classroom:  
A Home-Grown Videotape Project with African-American Students**

It is difficult to bring about a free exchange of ideas between white faculty and African-American students about the conditions that would lead to improved learning for these students. Faculty developers can effectively engage both students and faculty in issues of the multicultural classroom by organizing a videotape project where their own campus's students (in this case African Americans) discuss their concerns. After viewing a videotape of African-American students talking about their classroom experiences, participants will respond to the tape and will be asked to predict faculty responses and suggest ways to deal with them.

**SEMINAR 3-4**

James Eison  
Jean Linder  
University of  
South Florida

**Promoting the Use of Active Learning in University Classes: Encouraging  
Reflective Practice among Faculty**

In response to the most commonly heard recommendation for improving classroom instruction in higher education, an intensive two-week summer workshop, entitled "Involving Students: Using Active Learning in University Classes," was created at the University of South Florida. Participants in this session will reflect upon and share lessons learned about (a) active learning, (b) ways to encourage faculty to try alternative instructional approaches, and (c) strategies to evaluate workshop outcomes.

**TRAINING 1**

Linc. Fisch  
Independent Consultant

**Strategic Teaching: The Possible Dream, the Enduring Process**

By discovering our personal talents, strengths, and resources and employing them toward attainable goals that reflect institutional and societal needs, we can become the best teachers that we really can be. In this session, the presenter will introduce the Strategic Teaching process. Participants individually and in groups will then reflect on experience; identify personal strengths, talents, and resources; identify changing institutional and societal needs; match strengths and societal needs as possible; and develop an action plan for new teaching behaviors.

**TRAINING 4**

Margaret R. Conner  
Steven Ehrlich  
Elliott S. Levy  
Bentley College

**The Challenge of Student Age Diversity in the Classroom: Strategies for  
Learning and Teaching**

Adult students are returning to college and learning alongside their traditional-age classmates. In light of the intellectual, developmental, and occupational differences these students bring to the same classroom, how do we take advantage of age-related diversity to improve the quality of teaching? Questionnaires and cases will be used to address this issue.

**12:00 noon-1:30 p.m.**

REFLECTIONS AND  
OFF BROADWAY

**Lunch**

**1:30-6:00 p.m.**

**• *Excursions and Recreational Activities***

Cooper's Rock State Forest, deep in the West Virginia mountains, is less than a mile from the Mason-Dixon Line. Located on the Cheat River, with 13,000 acres Cooper's Rock is the largest unit in West Virginia's system of state forests. Cooper's Rock offers spectacular mountain scenery, dense forest with abundant naive animals, and interesting geological formations. There will be plenty of opportunity for hiking along the forest's many trails, and we will be accompanied by an experienced local naturalist who will help us interpret the forest's natural features. A variety of other recreational activities are available to

**Saturday, October 26, 1991 (continued)**

conference participants during this afternoon period. (Organized by Lion F. Gardiner, Rutgers University; Kit Price, Depauw University; and Richard Tiberius, University of Toronto.

**Swimming Events** (organized by Robert M. Diamond, Syracuse University)  
To be held at Fitness and Sports Center Complex.

**Golf Outing** (organized by Glenn Ross Johnson, Texas A&M University)  
To be held at Lakeview Golf Club.

**Round Robin Tennis Tournament** (organized by Delivee Wright, University of Nebraska at Lincoln; and Marilla Svinicki, University of Texas-Austin)  
To be held at Fitness and Sports Center Complex.

**6:00-7:00 p.m.**  
GOVERNORS ROOMS

**Social Hour and Cash Bar**

**7:00-9:00 p.m.**  
GOVERNORS ROOMS

**Appreciation Dinner**  
Recognition of POD Members and  
"Bright Idea" Awards

**9:00 p.m.-midnight**  
GOVERNORS ROOMS

**Music and Dancing**  
Cash Bar

**Sunday, October 27, 1991**

**7:00-8:15 a.m.**  
CHESTNUT

**Breakfast**

**8:15-9:15 a.m.**  
CHESTNUT  
Nancy V. Chism, Chair  
*The Ohio State University*

**Improving Higher Education: A Panel Review**

In keeping with the general theme of inquiry, at this last general session POD panelists will reflect on each of the conference themes, commenting on the sessions that have been presented and discussing implications for the future of our work. The general strands that will be treated include: Developing and managing instructional development centers and assessing their impact (Dan Wheeler, University of Nebraska); documenting instructional effectiveness and improving instruction (Robert Menges, Northwestern University); promoting the scholarship of teaching and classroom research (Nancy Chism, The Ohio State University); responding to diversity (Virgie Chattergy, University of Hawaii); and refining or creating new approaches to faculty development work (Mary Lou Zanich, Indiana University of Pennsylvania).

***Sunday, October 27, 1991 (continued)***

**9:30-10:30 a.m.**

GOVERNORS III  
Kathleen Brinko  
Virginia van der Bogert  
Sally Atkins  
*Appalachian State  
University*

• ***Concurrent Sessions***

**Reflections on Teaching and Evaluating a Graduate Course in Faculty Development**

In recent years the field of faculty development has emerged not only as a practice in many colleges and universities but also as a professional specialty area that is linked directly to theories of adult development and encompasses a wide array of issues in higher education. Through discussion and the sharing of materials, participants will learn how to plan, present, and evaluate a course in faculty development.

GOVERNORS VI  
Patrick W. Boyle  
*City Polytechnic of  
Hong Kong*

**Improving Teaching Following Student-Based Formative Evaluation:  
Case Evidence of Success**

The Teaching Evaluation and Improvement Package (TEIP), a teaching evaluation process and improvement program, has been developed at City Polytechnic of Hong Kong. The design features of the package, based on student evaluation of teaching data, will be presented. Participants will examine case evidence of actual changes in teaching that have resulted directly from use of the package and will exchange ideas on the related issues of formative student evaluation of teaching and bringing about actual changes in teaching.

**10:45-11:30 a.m.**

CHESTNUT

**Farewell and a Look Ahead for Next Year's Conference**

Christine Stanley, The Ohio State University  
G. Roger Sell, The Ohio State University  
Nancy V. Chism, The Ohio State University  
Frank Gillespie, University of Georgia

**11:30-1:00 p.m.**

CHESTNUT

**Lunch**

***Thanks to the folks at Lakeview Resort and Conference Center for their outstanding support of our conference.***

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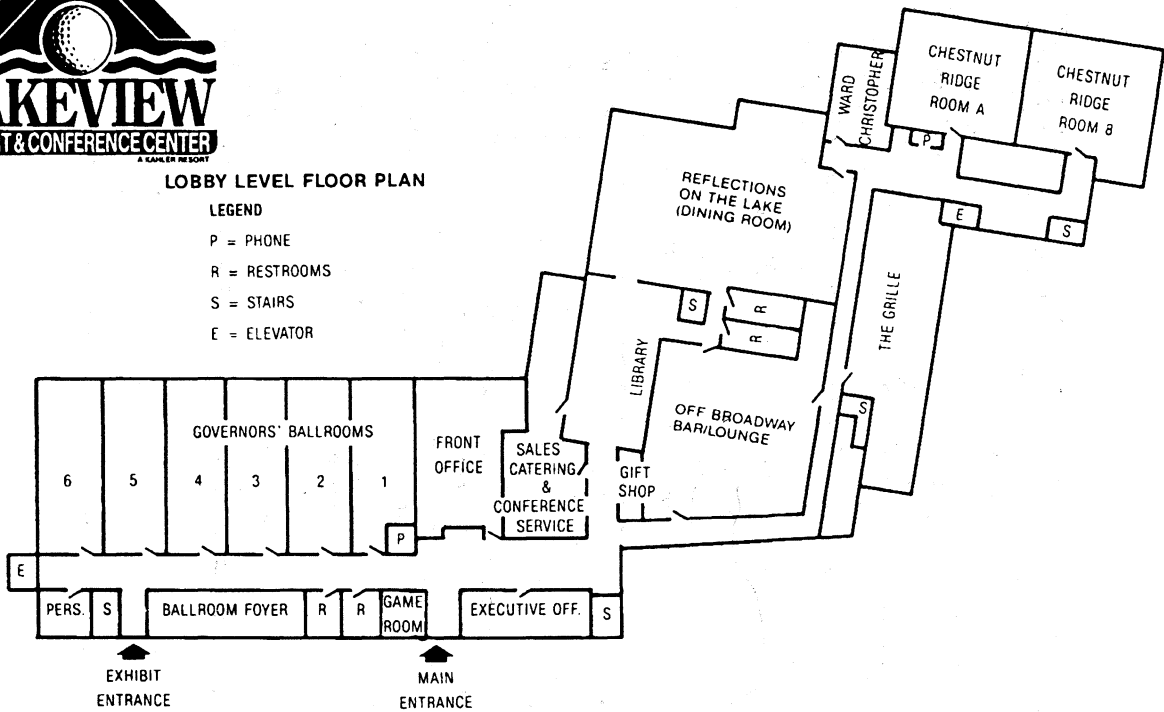
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3:15-5:15 pm	Warren <i>Forging a Common Language</i>	Nuhfer <i>Student Management Teams</i>	Boehrer <i>Using Cases for Faculty Development</i>	Bonwell <i>The Tyranny of Content</i>	Welty <i>How to Write a Case Study</i>	Smith, M. <i>The Professor as Active Learner</i>	Gardiner <i>Applying Research on Student ...</i>	Smith, R. <i>Knowing through Reflection</i>
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10:30-11:45 am	Finkelstein <i>Developing a Self-Correcting Faculty ...</i>	vom Saal <i>The Second Stage</i>	LaBare <i>Multicultural Curriculum ...</i>	Atkins <i>Transforming the Academy</i>	Collett <i>Learning from Students ...</i>	Eison <i>Promoting the Use of Active Learning ...</i>	Fisch <i>Strategic Teaching</i>	Connor <i>The Challenge of Student Age Diversity ...</i>
Sunday Oct. 27 9:30-10:30 am		Brinko <i>Reflections on Teaching and Evaluating ...</i>		Boyle <i>Improving Teaching ...</i>				



### LOBBY LEVEL FLOOR PLAN

#### LEGEND

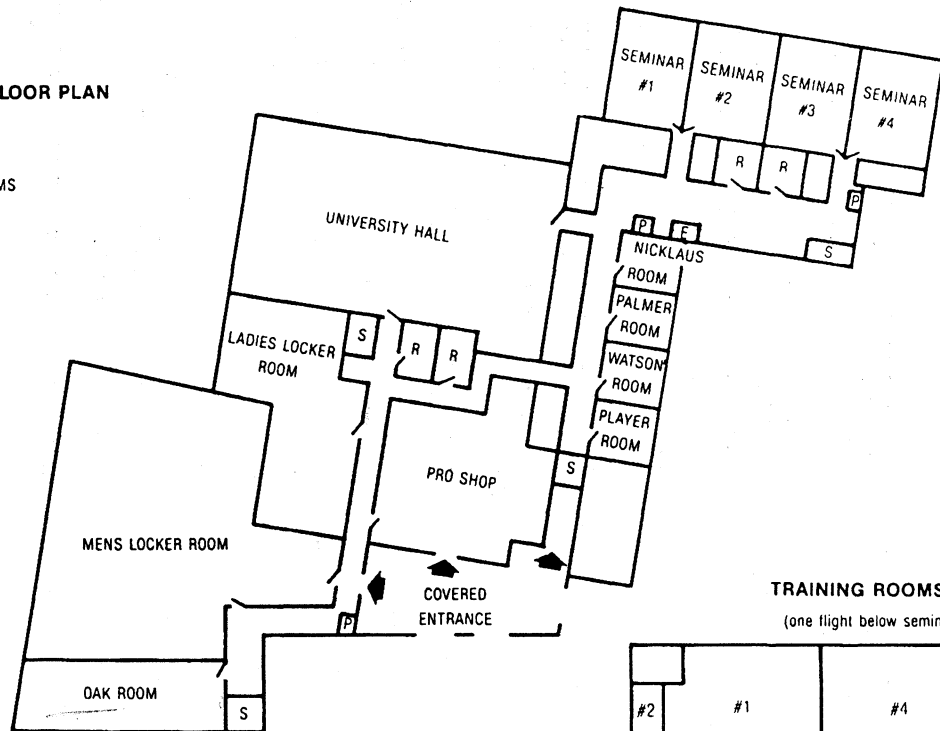
- P = PHONE
- R = RESTROOMS
- S = STAIRS
- E = ELEVATOR



### GROUND FLOOR PLAN

#### LEGEND

- P = PHONE
- R = RESTROOMS
- S = STAIRS
- E = ELEVATOR



### TRAINING ROOMS LEVEL

(one flight below seminar rooms)

